Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Received Texas Education Agency 2015 AUG 20 PM 2: 04 Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Joya Independent School District	108912-043	Dr. Javier Sáenz M.S.	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001550	1	TX-028	024102451

Mailing address	City	State	ZIP Code
39200 Mile 7 Road	Peñita	TX	78576

Primary Contact

First name	M.I.	Last name	Title
Servando		Ramírez	Principal
Telephone #		Email address	FAX #
956-519-4007		s.ramirez@lajoyaisd.net	956-519-4016

Secondary Contact
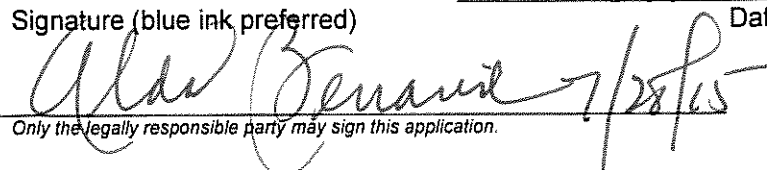
First name	M.I.	Last name	Title
Antonia		Sanchez	Assistant Principal
Telephone #		Email address	FAX #
956-519-4007		a.salazar@lajoyaisd.net	956-519-4016

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #		Email address	FAX #
956-323-2000		a.benavides@lajoyaisd.net	956-323-2010

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-15-107-070

Schedule #1—General Information(cont.)

County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)– SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
	No fiscal-related attachments are required for this grant.	

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
	No program-related attachments are required for this grant.	

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. 　(A) Replace the principal who led the school prior to commencement of the transformation model; 　(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- 　　i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 　　ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	across classrooms.

	iii. Are designed and developed with teacher and principal involvement;
	
	(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	
	(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	
	(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
	
	2. Deliver comprehensive instructional reform strategies.
	   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	
	3. Increase learning time and creating community-oriented schools.
	   (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
	     i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
	     ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
	     iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	   (B) Provide ongoing mechanisms for family and community engagement.
	
	4. Providing operational flexibility and sustained support.
	   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	   (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i.   Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site.   Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

    (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

   (B) High-quality professional development for all staff;

   (C) A child-to-instructional staff ratio of no more than 10 to 1;

   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

   (E) A full-day program;

   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

   (J) Program evaluation to ensure continuous improvement;

   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready!child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
	
	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
	   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
	   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
	   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	
	9. Provide appropriate social-emotional and community-oriented services and supports for students.
	
	If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area
	   (C) Non-academic supports for students
	   (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment(cont.)

County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dr. Javier Saenz Middle School is located in South Texas, approximately 20 minutes with the border of Mexico. It serve approximately 800 students and it is located in a low income rural area within La Joya ISD. Many of our students come from homes that are in dire economic need. Homes that lack bare necessities such as electricity and running water. Students from Dr. Javier Saenz Middle School come mostly from single parent homes. In many instances, due to the fact that many are immigrants from Mexico, they live in conditions where multiple families live in the same small one or two bedroom home not to mention that some of our students are even homeless. Students entering Dr. Javier Saenz Middle Schoolcome 3-4 years below grade-level. Futhermore, due to these living conditions, many of our students are lacking basic skills necessary to fulfill the educational needs essential to development of becoming future leaders and 21st century learners. Dr. Javier Saenz Middle School is in dire need of support in technology and teacher staff development. Unfortunately, these combined circumstances present obstacles for our students. Throught the implementation of the program Success for.All, the goal is to ensure that all students at Dr. Javier Saenz Middle School are academically successful by increasing their literacy level and improving their 21st century learning skills to ensure the ultimate goal of having them graduate and be college, life and career ready. In order to ensure students strive to attain educational success, Dr. Javier Saenz Middle School will inspire students, to instill eagerness, desire, and a passion for learning. Our vision also included ensuring that our community dynamics change in order to ensure student success. Having a community experience success will in turn improve the quality of life of students and their future generations. We want to build community capacity so that they will develop into an efficient and self sufficient population that will yearn for higher education thus a higher quality of life.

Dr. Javier Saenz Middle School has been identified as a campus needing improvement under the No Child Left Behind (NCLB) Act in the Areas Reading, Writing and Social Studies for 2014. Our School Demographics consist of:

School Enrollment	736 100%Migrants42 5.71%		
Title I	736100%LEP 358 48.64%		
Economically Disadvantaged	73099.18% Gifted and Talented 53 7.2%		
Special Education	47 6.39% At-Risk 563 76.49%		

After carefully evaluating programs which are in place and desegregating data by teachers, administrators and SBDM members found that we are in need of additional support to improve the effectiveness of our current academic programs in reading across the curriculum to integrate technology more tightly into the curriculum, and to strengthen teacher/administrator professional development. Discipline and behavioral issues are also high concerns in our school. There is a need to improve our behavior management structures and increase parental involvement and student participation in enrichment programs.Specifically the goals of Dr. Saenz Middle School will be to improve academic performance in Reading by 3% and to reduce discipline referrals and suspensions by 5%.

To address these areas of need and to accomplish these goals we propose to implement the Success for All (SFA) whole-school reform model for 6thto 8th grade.

The SFA 6–8 comprehensive approach to school improvement focuses on ensuring grade-level performance in reading for every student—the key to success in school. The approach relies on these important components:

• Cooperative learning is the basis of the Cycle of Effective Instruction. Students work together productively to learn and take responsibility for one another.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

• Reading approaches and materials emphasize phonemic awareness, phonics, comprehension, vocabulary, and fluency.
• Technology is deeply embedded in daily teaching and learning.
• Students are highly motivated and engaged and discuss curricular content every day.
• Proven strategies are used to support English language learners.
• Learning is consistently monitored, and problems are solved immediately.
• Teachers teach the whole child—social/emotional learning, behavior, and cooperation are as important as academics.
• Professional development is high quality and continuous. Teachers know their craft and apply it with intelligence and adapt it to students' needs.
• Everyone is involved in supporting student success—teachers, parents, community members, and the students themselves.
• A facilitator from the school's own faculty helps every teacher succeed and grow in skill and sophistication.
• Teachers work in teams to help one another develop as professionals.
• A coach is assigned to each site to assist and guide each school in refining its implementation.

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Texas Education Agency

Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 108912-043

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Fund code: 276

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$914950	$0	$0	$921600	$0	$927600	$0	$933600	$0	$939600	$0	$4,637,350
#8-Professional and Contracted Services	6200	$133010	$0	$0	$315740	$0	$256380	$0	$256380	$0	$256380	$0	$1,217,890
#9-Supplies and Materials	6300	731,620	$0	$0	562,186	$0	663,400	$0	669,190	$0	658,440	$0	$3,284,876
#10-Other Operating Costs	6400	$140,000	$0	$0	$140,000	$0	$140,000	$0	$140,000	$0	$140,000	$0	$700,000
#11-Capital Outlay	6600/15XX	$78,000	$	$	$60,000	$	6,000	$	$	$	$	$0	$144,000
Consolidate Administrative Funds		☐ Yes ☐ No											
Percentage% indirect costs (see note):		N/A	$	N/A	N/A	$	N/A	$0	N/A	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):		$1,997,580	$0	$0	1,999,526		$1,993,420	$0	1,999,170	$0	1,994,420	$0	$9,984,116

Administrative Cost Calculation

Enter the total grant amount requested:	$9,984,116
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$499,206

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108912-043

Amendment # (for amendments only):

	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Employee Position Title									
Academic/Instructional									
1 Teacher			$	$	$	$	$	$	$
2 Educational aide			$	$	$	$	$	$	$
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 Data/Entry Clerk Campus Level	1		$15,000	$	$15,000	$15,000	$15,000	$15,000	$75,000
5 Grant Acct/Bookkeeper District Level	.5		$15,000	$	$15,000	$15,000	$15,000	$15,000	$75,000
6 Project Coordinator	1		$82,000	$	$82,00	$82,000	$82,000	$82,000	$410,000
Auxiliary									
7 District Shepherd District Level	.5		$45,000	$	$45,000	$45,000	$45,000	$45,000	$225,000
8 Title			$	$	$	$	$	$	$
9 Title			$	$	$	$	$	$	$
Other Employee Positions									
10 District			$	$	$	$	$	$	$
11 Title			$	$	$	$	$	$	$
12 Title			$	$	$	$	$	$	$
13 Subtotal employee costs:			$157,000	$	$157,000	$157,000	$157,000	$157,000	$785,000
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			$5,200	$	$5,200	$5,200	$5,200	$5,200	$26,000
15 6119 Professional staff extra-duty pay			$616,000	$	$616,000	$616,000	$616,000	$616,000	$3,080,000
16 6121 Support staff extra-duty pay			$18,750	$	$18,750	$18,750	$18,750	$18,750	$93,750
17 6140 Employee benefits			$100,000	$	$100,650	$100,650	$100,650	$100,650	$502,600
18 61XX Tuition remission (IHEs only)			$18,000	$	$24,000	$30,000	$36,000	$42,000	$150,000
19 Subtotal substitute, extra-duty, benefits costs			$757,950		$764,600	$770,600	$776,600	$782,600	$3,852,350
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$914,950	$	$921,600	$927,600	$933,600	$939,600	$4,637,350

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:108912-043   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land. Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits). Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Success for all	☐	$30,000	$	$121,200	$91,520	$91,520	$91,520	$425,760
2	6th – 8th grade students academic assistance necessary to meet goal	☐	$25,000	$	$25,000	$25,000	$25,000	$25,000	$125,000
3	Consult service perform evaluation of the level of rigor being taught	☐	$20,000	$	$20,000	$20,000	$20,000	$20,000	$100,000
4	Renaissance best practices	☐	$15,000	$	$15,000	$15,000	$15,000	$15,000	$75,000
5	STAAR Implementation Staff development on rigor	☐	$640	$	$640	$640	$640	$640	$3,200
6	Positive Behavior Support Social Services support	☐	$4,000	$	$4,000	$4,000	$4,000	$4,000	$20,000
7	Proffesional support analyze state assessment results	☐	$8,000	$	$8,000	$8,000	$8,000	$8,000	$40,000
8	Effective writing Instruction	☐	$700	$	$700	$700	$700	$700	$3,500
9		☐	$	$	$	$	$	$	$
1 0		☐							
b.	Subtotal of professional services, contracted services, or subgrants:		$103,340	$	$194,540	$164,860	$164,860	$164,860	$792,460
a.	Subtotal of professional and contracted services requiring specific approval:		$29,670	$	$121,200	$91,520	$91,520	$91,520	$425,430
b.	Subtotal of professional services, contracted services, or subgrants:		$103,340	$	$194,540	$164,860	$164,860	$164,860	$792,460
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		$133,010	$	$315,740	$256,380	$256,380	$256,380	$1,217,890

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:108912-043   Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	1	Desktops	Implimentation of Reading Renaissance / Isatation	815	$710							
6399	2	Laptops	intereactive simulations tied to lessons	100	$660							
	3	Chromebooks / ipads	project based learning	450	$350 / $450	332790	$0	206356	134050	151800	276050	$1,101,046
	4	MacBook	interactive simulations tied to lessons	15	$2,000							
	5	Projector/Mount		80	$1000							
6399		Technology software—Not capitalized				$61000	$0	$28000	$15000	$20000	$55000	$179,000
6399		Supplies and materials associated with advisory council or committee										
		Subtotal supplies and materials requiring specific approval:										$0
		Remaining 6300—Supplies and materials that do not require specific approval:				337830	$0	327830	514390	497390	327390	$2,004,830
		Grand total:				731620	$0	562186	663440	669190	658440	$3,284,876

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration.Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID:108912-043

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.				0	0	0	0
	Specify purpose: Educational							
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$	$	$	$	$	$
	Specify purpose:							
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$	$	$	$	$	$
	Specify purpose:							
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees				0	0	0	0
	Specify purpose: Success for All Administratorsand Core Teachers							
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$	$	$	$	$	$
	Specify name and purpose of organization:							
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$	$	$	$	$	$
	Specify purpose:							
	Subtotal other operating costs requiring specific approval:	$		$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$140,000	$0	$140,000	$140,000	$140,000	$140,000	$700,000
	Grand total:	$140,000	$0	$140,000	$140,000	$140,000	$140,000	$700,000

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In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval,see theBudgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #1—Capital Outlay (6600/15XX)

County-District Number or Vendor ID:108912-043

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$	$	$	$	$	$	$
	66XX/15XX—Technology hardware, capitalized									
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14	DMAC Scanner	2	$6000	$6000	$	$	$6000	$	$	$12,000
15	Projector/ mount and installation	3	$8000	$24000	$	$	$	$	$	$24,000
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21	Marquie/campus beutification/ gym renovations		$	$48000	$	$60000	$	$	$	$108,000
	Grand total:			$78000	$	$60000	$6,000	$	$	$144,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID:108912-043		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	702		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	699	99.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	3	.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	699	99.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	264	37.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	45	6.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	304		Peims Report
Disciplinary placements in In-School Suspension	142		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	205		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	22		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	3		2014-2015 PEIMS report #425; code #C164
Attendance rate		94.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	25	100%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	414	59%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The area our school serves is that of a population with high mobility rate, our students are constantly enrolling and witdrawing from campus usually due to laci of housing. 99.9% of our students are economically disadvantaged and most of them live below the poverty level. Due to these strenuous living conditions our students come with many educational gaps in particularly in reading. The area we serve is continually growing. In 2015 our enrollment has been estimated to grow to be over 815, and those increasing numbers consistently and continually consist of ELL students and 100% Title 1.

Enrollment Count:	Mobility Rate:	Reading Score:	Writing Score:
2012: 629	19.2%	58%	48%
2013: 636	18.5%	58%	44%
2014: 702	17.1%	59%	39%
2015: 736	17.7%	58%	50%

Reading	2012	2013	2014	2015
ELL	24%	21%	20%	31%
Special Education	36%	45%	50%	8%
Math	**2012**	**2013**	**2014**	**2015**
ELL	41%	40%	47%	50%
Special Education	54%	47%	44%	33%

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID:108912-043		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	69.6		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	52.9	75.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.8	12.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4	5.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aide	4	5.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	51.2	96.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	.8	1.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	.8	1.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	8.7	16.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	12.9	24.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	17.8	33.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	6.8	12.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	6.6	12.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	43531		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45131		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48616		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52267		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	63176		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	4	5.7%	2015 Human Resources Report
Staff with Bachelor's degree as highest level attained	54.6	78.4%	2015 Human Resources Report
Staff with Master's degree as highest level attained	11	15.8%	2015 Human Resources Report
Staff with Doctoral degree as highest level attained	0	0%	2015 Human Resources Report

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan.Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. Javier Saenz has a high turnover because it is one of the farthest located within the school district and because of the challenge faced both academically and in discipline. Due to this high turnover rate it is difficult to establish a highly qualified staff. Our campus is repeatedly hiring new staff that needs training, and also has experienced teachers that need additional staff development and training. We have a high absenteeism rate and it has become very hard for us to get substitutes because of our location and discipline issues we have. In the past 7 years since the opening of Dr. Saenz we have had three principals so therefore the morale of students and teachers is very low because of our high turnover rate and scores. With the help of SFA we will establish a strong team making them proud to be in Dr. Saenz Middle School.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														

County-district number or vendor ID:108912-043 | Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							259	218	225					702

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program.Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							30	33	32					43

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Disaggregation
 Our campus will be using DMAC Solutions, a web-based software suite designed to assist educators in the development and management of curriculum and assessment data in Texas schools, to monitor student data. All student assessment data is loaded to this program and a multitude of reports may be run for all populations, whole campus, grade levels, individual teachers and students. The following reports will be run for all assessments and data disaggregation will occur with teachers to review how the instructional process yielded results and to modify instruction and offer students the support needed.
How results will be used to improve instruction
The results will show which students are performing above level so they may receive differentiated instruction. Likewise, the reports will indicate which students needed specific interventions and instructional practices will be modified and goal setting activities will be implemented.

How continuous improvement will result from ongoing data analysis- Data driven instruction using various reports will inform teachers so they can make better instructional plans and provide small group instruction to targeted students. In addition, data will tell how goals are being achieved, and which teachers need additional support. It will also show what student needs extended day services and targeted interventions.

Throughout the school year the needs of teachers and students have been taken in to account using a variety of campus needs assessment tools.   A SchoolPlanningAcademy held with the assistance of teachers, the administrative team, and school counselors gave us the opportunity to disaggregate data and determine the needs of the campus. After a thorough analysis, we determined that there was a high need for parental participation, staff development in the areas of differentiating instruction for limited English proficient students and special education students. The data determined that we had a high percentage of students at-risk of dropping out of high school, an increased amount of student referrals, and minimal parental involvement. The high percentage of LEP and Special Education students with low math and reading TAKS scores were a contributing factor to the Stage 2 level of Inadequate Yearly Progress we currently face. The school planning academy provided the school staff with valuable information which led to increased use of instructional strategies, interventions, and support to students and staff.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After carefully evaluating the programs which are in place at Dr. Saenz Middle School and desegregating data by teachers, administrators, and SBDM members we found our school is in need of additional support to improve the effectiveness of the current academic programs in reading and across the curriculum, to integrate technology more tightly into the curriculum, and to strengthen teacher/administrator professional development. Discipline and behavioral issues are also high concerns in our school. There is a need to improve our behavior management structures and increase parental involvement and student participation in enrichment programs.

The Success for All whole-school reform model is a program with a strong record of effectiveness that includes the components necessary to comprehensively address each of these needs. Specifically, the Reading Edge reading program for middle school will enable our students to increase their reading achievement, while integrating technology into the curriculum. The Power Teaching Math program will proSFA's Leading for Success component and coaching services will provide robust professional development for our administrators and teachers. The Schoolwide Solutions program will enable our school to put in place structures that will improve our behavior management strategies, parental and community engagement, attendendance, and design of individualized student interventions for students who are identified as having difficulty.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. Javier Saenz Middle School- Throughout the school year, the needs of teachers, students, and viewpoints of parents and the community have been taken in to account using a variety of campus needs assessment tools.

A School Planning Academy held at the beginning of the school year allowed teachers, the administrative team, and school counselors the opportunity to disaggregate data and determine the needs of the campus. After a thorough analysis, we determined that there was a high need for parental participation, staff development in the areas of differentiating instruction for limited English proficient students and special education students. The data determined that we had a high percentage of students at-risk of dropping out of high school, an increased amount of student referrals, and minimal parental involvement. The high percentage of LEP and Special Education students with low math and reading TAKS scores were a contributing factor to the Stage 2 level of Inadequate Yearly Progress we currently face. The school planning academy provided the school staff with valuable information which led to increased use of instructional strategies, interventions, and support to students and staff.

School District- In *Building a Legacy of Excellence*, La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (principally) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.

The Parent and Family Involvement Team will be one of the programs that is implemented as a part of the Schoolwide Solutions component.

Parent and Family Involvement Team
Participants in the parent and family involvement component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. Several essential elements that are based on best practices and research are designed to involve families and the community in ways that best support the students, teachers, and the school. Some of these essentials are:

Positive Home Visits: Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher.

Second Cup of Coffee: Members of the Leading for Success teams and other staff are available to greet parents and discuss upcoming projects of interest.

Read and Respond: Read and Respond facilitates parental involvement by requiring them to read with their child for 20 minutes each school night.

Volunteer Listeners: A volunteer listener is generally an adult who is willing to listen to a few children read, give encouragement, and, most importantly, give praise for a job well done. Staff members, older students, other parents, college students, retirees, and business and community partners should all be considered as possible listeners.

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\	\	Schedule #14—Management Plan	\

County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Will assure compliance with grant regulations, assurances, and certifications and advises grantees in administration of grant funds	Educator 10-15 plus years Certification in content knowledge
2.	District Coordinator ELA	Will assure compliance with grant regulations, assurances, and certifications and advises grantees in administration of grant funds	Educator 15-20 plus years Certification in content knowledge
3.	District Coordinator Social Studies	Will assure compliance with grant regulations, assurances, and certifications and advises grantees in administration of grant funds	Educator 15-20 plus years Certification in content knowledge
4.	District Coordinator Science	Will assure compliance with grant regulations, assurances, and certifications and advises grantees in administration of grant funds	Educator 15-20 plus years Certification in content knowledge
5.	District Coordinator Math	Will assure compliance with grant regulations, assurances, and certifications and advises grantees in administration of grant funds	Educator 15-20 plus years Certification in content knowledge
6.	Middle School Assistant Principals	Will assure compliance with grant regulations, assurances, and certifications and advises grantees in administration of grant funds	Educator 10-15 plus years Certification in content knowledge
7.	Middle School ELA/Social Studies Teachers	Attendance Reports Program Evaluations Report Professional Learning Attendance	Educator 5-10 plus years Certification in content knowledge
8.	Middle School Math/Science Teachers	Attendance Reports Program Evaluations Report Professional Learning Attendance	Educator 5-10 plus years Certification in content knowledge
9.	Parent Volunteers	Attendance Reports Program Evaluations Report Professional Learning Attendance	Community Volunteer

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Math Consultant	The consultant will assist our organization with whole school model needs	Strong communication skills, extensive experience, and thorough knowledge of content area.
2.	ELA Consultant	The consultant will assist our organization with whole school model needs	Strong communication skills, extensive experience, and thorough knowledge of content area.
3.	Social Studies Consultant	The consultant will assist our organization with whole school model needs	Strong communication skills, extensive experience, and thorough knowledge of content area.
4.	Science Consultant	The consultant will assist our organization with whole school model needs	Strong communication skills, extensive experience, and thorough knowledge of content area.
5.	Facilitator	The facilitator will coordinate all aspects of implementing the whole school reform model	Strong leadership and organizational skills, strong background in reading instruction, teacher certification, multi-year teacher experience
6.	SFA	SFA Coaches will provide professional development and support in all aspects of implementing the wholl school reform model	In depth knowledge of the SFA whole school reform model, strong background in reading inctruction, teacher certification, multi-year teaching experience
7.	Behavior Consultant	Consultant will train teachers in behavior strategies	Region One certified with twenty plus years of experience
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Materials will be provided for in perpetuity. There will be five year's worth of curriculum sent at the starting year. For the term of grant funding, the Positive Action Team will ensure teachers are trained and provide guidance and constructive feedback. The Principal will be guided through climate development for the term of the grant. The Community Outreach Coordinator will begin a Community Organization comprised of community members with ongoing enrollment and participation throughout year to come. The Parent Outreach Coordinator will ineract with administrators and parent as well as community organization partners to put together community events. By the end of the grant funding, all necessary staff will be trained and the project will be deep into implementation. New staff will be trained by teachers and administrators who have been, by this time, long time users of the curriculum and knowledgable about the philosophy. By developing a school-wide, family-wide, and community-wide support system through the term of the grant, multiple support structures are put into place to ensure each level holds up their end of Whole-School Reform.

The campus and district will ensure that all project participants remain committed to the project's success by following proper budget procedure as stated in budget proposal. Additionally, no substantial changes in the budget or grant period will be made without prior written approval. A yearly report will be submitted and a final report will be submitted by Spring 2020. The report will contain a fiscal accounting of grant expenditures and a narrative to describe (A) the objective of the project supported by the grant, (B) Activities carried out to meet each objective, (C) results accomplishe and (D) any problems encountered and how they were resolved.
Succession of Grant will be as follows:
- District Coordinator
- Principal
- Assistant Principal
- Teachers
- Parent Volunteers
- Students
- Community

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Changes on this page have been confirmed with:	On this date:
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends?How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Success for All Foundation will provide robust professional development over the course fo the grant to enable Dr. Saenz Middle School to build the internal capacity to sustain the implemented strategies to improve student achievement. Key leadership staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provis coachng to colleagues unsing a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFA. The level of professional development tapers off during the five years of the grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 5, Dr. Saenz Middle School can exercise the option of maintaining a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support. It is expected that Dr. Saenz Middle School will be achieving these goals before Year 5 and be well positioned to support the refinement of the model with school staff and only minimal support from SFAF.

After the five year term of the grant has ended, Dr. Saenz Middle School will seek to secure other funding sources to continue efforts under the Whole-School Reform Model to provide the professional development and support necessary to sustain the program that is in place.

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Schedule #15—Project Evaluation	
County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative Instructional Reports available through DMAC: The following reports may be customized to show student data trends, percentages by student expectations, and may also provide a list of students who need re-teaching by expectation or objective. Student Responses; Student Objective Performance; Student Error Count by Student Expectation; Student Results TAKS, TAKS M and TAKS-Alt; Student TPM Information; Student Vertical Scale Growth; TEKS Tutorial; Item Analysis;TEKS Performance; *SE Curriculum Map - STAAR Attributes (beta)*; Vertical Scale Growth; Objective Tutorial; Student Expectation Tutorial; Results by Demographic.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student.Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative Demographic, Trend, and Comparison Reports
Cohort by Objective; Longitudinal by SE; Longitudinal by Composition Score; Longitudinal by Objective; Demographic Longitudinal; Demographic Cohort; *Longitudinal by SE - STAAR Attributes (beta)*; Demographics by Grade for Subject; Demographics by Subject for Grade; Statewide Demographic Comparison; Demographics using Indicators; Longitudinal by Grade for Subject (beta); Performance Comparison.
In addition to using the following reports, student and parent satisfaction surveys will be used to receive further feedback regarding instructional programs and implementation of school policies and procedures. Teachers will be asked to embark in a self-evaluation process in which they analyze feedback from students to improve their instructional methods. Teachers, on the other hand, will take part in qualitative questionnaires to survey the effectiveness of the school leadership and the quality of instructional reforms set forth in the grant.

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Schedule #15—Project Evaluation (cont.)	
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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

These measures indicated both (1) the level of performance they expected our school or students to achieve, and (2) how much progress would indicate success. We determined that we would use different types of measures to assess or goal achievement such as (1) absolute achievement; (2) student growth or gains; or (3) achievement compared to other schools. We also set long-term goals as well as intermediate benchmarks goals to assess our progress

Several school planning academy follow up sessions were held throughout the year to gauge the school climate and staff morale, celebrate proposed accomplishments, as well as gather feedback on teacher's instructionally driven needs and suggestions for the 2015 - 2016 school year.

Through grade level meetings teachers identified student areas of need by using the SEAL data analysis tool to determine the factors that contributed to the lack of success in student achievement specifically in the sub-group populations. Teachers were grouped according to content area to identify the TEKS which demonstrated a deficit in terms of student achievement. Intervention discussions were held and specific intervention plans were designed to meet the needs of students with low concept attainment. ·

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.

The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.

The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.

The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 2:External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers and administrative staff- Through SBDM monthly meetings, we will determine how funds are being spent and the impact the programs are having on our students. Teachers and parents involved in grade level meetings and the Principal's Round Table will evaluate student progress via qualitative and quantitative data analysis. Monitoring of student sub-populations will be extensive and supported with practices that enhance student instruction. The strategists would plan with teachers and all other school personnel including administrators and the grant coordinator to ensure that grant activities satisfy the goals set forth.

Our goal is to hire a TTIPS Grant Coordinator to ensure that data driven instruction, best-practices are occurring in the classroom, and execution of the grant requirements are being met. The campus coordinator will work closely with teachers, staff, and administration within the campus and at central office to ensure that grant requirements and progress is being achieved.

The grant coordinator will do the following:
1. Assist in leading the ongoing campus efforts to implement the district's Framework for   School Excellence.
2. Assist district and campus administrators in identifying student instructional needs, and developing and monitoring instructional planning and programs to address identified needs. Assist teachers and strategists in modifying instruction based on assessment results.
3. Facilitate the development of the curriculum to ensure attainment of the district's desired exit behaviors for all students.
4. Monitor the implementation of the district's curriculum and provide feedback on the quality of effectiveness.
5. Assist in coordinating the instructional program within and across grade levels and special programs as required by state and/or district expectations.
6. Maintain records of student progress and monitor student assignment to special programs to ensure alignment with the grant goals is being met. Offer support to ensure that student progress is being made.
7. Ensure that appropriate instructional materials and resources for teachers are available to implement all instructional programs.
8. Assist in planning and implementing an effective campus-based staff development program that is consistent with the district's philosophy and goals and addresses the needs of the students and staff.
9. Assist campus principal in planning and implementing effective supervision and evaluation of teacher performance.
10. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
12. Work collaboratively with district and campus staff to develop and maintain a positive school climate. Maintain a positive morale and sense of appreciation and acknowledgement among colleagues.
13. Assist the principal in interviewing prospective staff members to ensure high quality staff are hired.
14. Keep abreast of educational developments and the literature in the field of elementary education and utilize the research to make recommendations for changes.
15.   Perform other tasks and assume other responsibilities as assigned by the principal to ensure that grant requirements are being satisfied.

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Statutory Requirement 3:Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	SFA consultants and school leaders will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues.
2.	SFA consultants will conduct an initial two-day assessment with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.
3.	SFA coaches will present workshops for the superintendent, principal, SFA facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach.
4.	SFA coaches will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.
5.	SFA coaches will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.
6.	Implementation begins for the SFA component: Schoolwide Solutions.Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.
7.	SFA coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component.
8.	During visits, coaches will review progress and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders
9.	Principal, SFA Facilitator, Schoolwide Solutions Coordinator attend three-day Experienced Sites Conference.
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Statutory Requirement 4:Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Change is inevitable and welcome when striving to create a campus that is rich in student achievement, parental and community engagement, and positive affirmations. All stakeholders in the Lorenzo De Zavala community feel that the following practices will be implemented to yield a more substantial result for students and staff.

-Teachers will work collaboratively in teams and strong communication within and across grade levels will occur via meetings to foster a shared understanding of instructional expectations.

-Administrative staff will promote a highly and dedicated staff to embrace a results-oriented and transparent culture of accountability. Therefore, teachers will meet regularly to analyze and discuss their classroom data and take full ownership of their student's progress in a highly-collaborative and reflective manner.

-Teachers will observe one another in the classroom and administrators will work with teachers to focus on the work of the school vs the work of each individual teacher. Team based-decision making efforts will be implemented in which teachers at each grade level will work together on aspects of student instruction.

-The administrative staff and strategists will become highly visible leaders who are actively involved in the improvement of instruction, playing a central role in using assessment data to monitor the instructional program. They will plan and participate in professional development activities, continuously monitor student and faculty progress, and provide regular and timely feedback to students and staff throughout the school year. They will regularly visit classrooms and participate in the analysis of student data with teaching teams.

-Precision alignment of curriculum and common assessments with the standards and continuous coordination across and within grade levels and across subject areas will yield standard based exams. This frequent ongoing assessment will provide teachers with the data to make formative judgments about program success, and which areas to target for school improvement.

-Positive behavior norms that contribute to an orderly, purposeful, and business-like atmosphere will be implemented to ensure that rules are clear and consistent and learning is not interrupted. The staff will be unified in the application of a "no-excuses- find solutions" school-wide policy to ensure a fair and consistent enforcement of school policy is attained.

-Parents will be asked to share and support the school's mission and will be provided the opportunity to play an important role in helping the school to achieve its mission. Parents will have a clear understanding of academic goals and standards through frequent communication, and they will be provided support for how to help their children learn at home. Multiple means of communication with parents such as handbooks, newsletters, telephone calls, parent-teacher conferences, home visits, will be maintained.

-Teachers and students will be provided extended time for mastery of the content through a modified schedule which allots more time to content area teachers. Students will be provided opportunities for extended learning time after school and on weekends.

-Our staff currently meets once a week for grade level meetings to discuss student achievement. This practice will be modified to include a standard agenda form to include goal statements and all items on agenda would fall under one of the campus goals. This would ensure that our meetings would consistently be focused on our campus targets for student achievement. We will inform staff of our Campus Improvement Plan, and review the goals during staff meetings to determine how close we are to meeting those goals -Principal will email the minutes from various meetings to all staff and administration to make sure everyone within the campus is well informed.

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Statutory Requirement 5:Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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Statutory Requirement 6:Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7:Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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Statutory Requirement 8:Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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Statutory Requirement9:Non-Academic/Social-Emotional Supports for Students
Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.
These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.
Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Schoolwide Support and Intervention Tools
SFA's research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health. The parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.

Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:
• behavior-tracking mechanisms,
• proactive behavior management,
• behavior-management workshops, and
• end-of-year data reviews to update plans.
• Getting Along Together is the Success for All Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams.
• Attendance
• Community Connections
• Structured individualized student interventions to help individual students who are identified as having difficulty.

Parent and Family Involvement Team
Participants in the parent and family involvement component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. Several essential elements that are based on best practices and research are designed to involve families and the community in ways that best support the students, teachers, and the school. Some of these essentials are:

- SFAF Success Cards
- Positive Home Visits
- Second Cup of Coffee
- Read and Respond:
- Volunteer Listeners

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Statutory Requirement 10:Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** modelmust deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11:Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** modelmust deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12:Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** modelmust deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13:High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Statutory Requirement 14:Screening and Selecting Staff

Applicants proposing a **TURNAROUND** modelmust measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 15:New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below.Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16:Whole-School Reform Model Developer
Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	Success for All Foundation
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Success for All has been researched by over thirty institutions for more than two decades. SFA has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.More than 500mostly high-poverty Title I schools in 47 states are currentlyimplementing the Success for All comprehensive reform program with externalassistance provided by SFAF.
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. The study included 35 schools and more than 3000 students. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007). In a series of studies involving more than 6,000 students in high poverty schools over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002). Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005). A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Statutory Requirement 17:Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

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N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:108912-043	Amendment # (for amendments only):

Statutory Requirement 18:Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below.Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:108912-043	Amendment # (for amendments only):

TEA Program Requirement 1:Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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Critical Success Factor:	Academic Performance/Improve the Instructional Program

	Planned Intervention	Period for Implementation
1.	Improve Student Achivement in Reading/ELA Increase 1% Growth on a yearly basis	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Improve StudentAchievement in 7th Grade Writing Increase 1% Growth on a yearly basis	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Improve Student Achievement in 8th Grade Social Studies Increase 1% Growth on a yearly basis	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers will receive incentive pay based on performance growth. Tier 1 – 5% Growth - $2,500 Tier 2 – 10% Growth – $3,000 Tier 3 – 10% Advanced / 20% Pre-AP Advanced– $3,500	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Math and ELA strategists will support district curriculum alignment via mentoring, coaching, planning sessions with teachers and instructional pull-out program for struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Vertical team planning sessions 6th-8th content areas, cross content department meetings/presentations for curriculm alignment. (with elementary and high school feeder schools)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Enrich the classroom experience with interactive boards, Smart boards, hands on technology such as Nooks, CPS clickers, Mobi devices, laptops, pindrives, harddrives, and other technology that supports initiatives.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108912-043	Amendment # (for amendments only):

TEA Program Requirement 2:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Increase Staff Attendancethrough Semester Incentive Pay: Semester 1 & Semester 2 Teacher and Staff Perfect Attendance Incentive: Teacher: Staff: 2 absences per semester $500 2 absences per semester $250 1 absence per semester $700 1 absence per semester $350 0 absence per semester $1,000 0 absence per semester $500	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Contract Services for Professional Development that include Margaret Kilgo Questioning, United Professional Services, Judy Hollinger, Texas Assessment Conference and Other researched based trainings as deemed necessary by teachers in the content areas.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Establish a cohort of teachers who will be trained on a variety of topics pertaining to lesson design and delivery, behavior management, reading/writing/ and differentiated instructional strategies for English Language Learners, Special Education, and GT students. (Offer stipend to trainer and teachers participating)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒Year 5 ☒ Year 3
4.	Provide teachers with paid planning time, plan with colleagues, and lesson preparation during after school, weekend, or during the summer.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use quality data to drive instruction by purchasing appropriate literature to create classroom libraries.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Teacher Classroom Observations/ Peer Observation of Model Classrooms & Feedback Sessions thru Administrator Walk Through, PDAS	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Increase UIL student participation by offering teachers an additional stipend for their contribution to University Interscholastic League (UIL).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3:Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Increase staff Autonomy 5% in staff Organizational Health Surveys Provide teachers with paid planning time to fortify curriculum, plan with colleagues, and lesson preparation during after school, weekend, or during the summer.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide Weekly and Monthly Teacher and Staff Recognition in the following areas: -Going above and beyond -Demonstrating leadership in the campus -Teacher of the Month -Community Engagement in the Classroom Award -Parent-School Engagement in the Classroom Award -Teacher to Teacher recognition reward -WOW Lesson Certificate/Reward	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase leadership effectiveness by providing administrative team professional development opportunities via trainings, conferences, book talks, and subscriptions to leadership magazines/websites, and time to meet with principals from highly effective schools in our region.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Evaluation of the campus principal effectiveness (carried out by Central Office Asst. Superintendant) by using district evaluation system in conjunction with staff qualitative and quantitative survey results, OHI results, and other data as necessary to determine if campus principal will be replaced or retained.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4:Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Progress Monitoring through I Station	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increase Reading Participation in Reading Renaissance	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Data disaggregation reports for 6 weeks and benchmark assessments. Goal setting; intervention review and placement. Data disaggregation sessions during weekly, 6 weeks, benchmark, and semester assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Improve Reading Level by 3 points on a yearly basis using STAAR Reading repots. Use Reading Renaissance summary report on a weekly basisto focus on	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Use quality data to drive instruction by purchasing appropriate literature to create classroom libraries and purchase Reading Renassance Smart Option mobile labs.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5:Interventions to meet Model Requirements and Timeline (cont.)
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List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Saturday STAAR Academies	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide students with extended time for Core Area classes by reducing elective course time and offer extended day session tutorials for all students needing academic growth.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Math and Reading Summer Academies for incoming 6th grade students who did not meet academic readiness based on district criteria.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase University Interscholastic League Academic Events (UIL) participation by 5%	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Increase Participation in Reading Enhancement Program --	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Improve school climate by contacting absent students via telephone or via home visits.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Offer Administrative team (principal, assistant principal, counselors, dept. head, team leaders, strategists, social worker) a 2 day paid planning session to come together and create a unified school calendar.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 5:Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Establish a Parent and Family Involvement Team to identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create community oriented schools by: -providing Family curriculum Nights, Literacy and Math nights. -Offering parents GED/ESL/Technology/Homework assistance and Vocational classes.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Drug/ Gang Awareness Meetings with School District Police Department	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase parental involvement as volunteers Celebrate parent and community volunteer efforts by hosting a school volunteer recognition event.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	The purchase of a school Marquee to effectively increase communication with parents and community	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Landscaping and beautification of campus to create a more welcoming and inviting environment for community.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Tuition Reimbursement for Teachers and Assistants Y1= 3 people at $2,000 each x 3 semesters = $18,000 Y2= 4 people at $2,000 each x 3 semesters = $24,000 Y3= 5 people at $2,000 each x 3 semesters = $30,000	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Teacher Appreciation Recognition, provide weekly and monthly Teacher and Staff Recognition.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Student Regognition Activities, Awards and incentives every six weeks, Exposure Field Trips (2 per grade level per year). Increase student college readiness awareness by providing students in all grade levels with field trips to institutes of higher learning where college requirements will be delineated.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	In order to promote academic achievement and to decrease discipline issues athletics must be promoted. Improvements and renovations to gymnasium must be made to motivate student involvement in athletics.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Establish a Schoolwde Solutions team of school leasders, teachers, parents, and support staff to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Establish a Behavior Intervention Team that will use the Olweus Bullying Prevention Method, ensure district policy is implemented, and aid in discipline implementation policies.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Interdependence and Accountability Incentive: Core Teachers 1,500 Principal 3,000 Assistant Principal 2,500, Counselor 2,000 Librarian 2,000 Custodians 1,000 Nurse 1,500 Diagnostician 1,000 Cafeteria 500 Grant Coordinator 1,500 Clerks and Secretary 1,000 Parent Laison 1,500 Instructional Assistants 1,000 Elective Teachers 1,500 with 10 enrichment sessions	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108912-043		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

Schedule #18—Equitable Access and Participation(cont.)	
County-District Number or Vendor ID: 108912-043	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation(cont.)				
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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation(cont.)				
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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